

<i>Literacy Weekly Plan- Formal/Impersonal Writing</i>	<i>Year 2010</i>	<i>Term 3</i>	<i>Week 1 12th April 2010</i>
<i>Speaking & Listening Objectives/</i> 1. Speaking • Use the techniques of dialogic talk to explore ideas, topics or issues 2. Listening and responding • Identify the ways spoken language varies according to differences in the context and purpose of its use 3. Group discussion and interaction • Understand and use a variety of ways to criticise constructively and respond to criticism	<i>Reading objectives</i> 7. Understanding and interpreting texts * Understand how writers use different structures to create coherence and impact 8. Engaging with and responding to texts * Compare how writers from different times and places present experiences and use language		<i>Writing objectives</i> 6. Word structure and spelling * Use a range of appropriate strategies to edit, proofread and correct spelling in their own work, on paper and on screen 9. Creating and shaping texts * Set their own challenges to extend achievement and experience in writing * Select words and language drawing on their knowledge of literary features and formal and informal writing * Integrate words, images and sounds imaginatively for different purposes 10. Text structure and organisation * Use varied structures to shape and organise texts coherently 11. Sentence structure and punctuation * Express subtle distinctions of meaning, including hypothesis, speculation and supposition, by constructing sentences in varied ways * Use punctuation to clarify meaning in complex sentences 12. Presentation Select from a wide range of ICT programs to present text effectively and communicate information and ideas

Key Vocabulary: recommendation, suggestion, emphasize, prohibited, eligible, refrain, request, deposit, suitable/unsuitable, proceed, notified, publication, currently, declaration, excepting, subject to availability

Learning Objective:

Children can plan a presentation of non-fiction information that combines writing with different modes of communication into an interactive ICT text.

Children can evaluate their own work and that of others against agreed criteria.

Collins: Unit 11 – Walk to School

<i>Day</i>	<i>Whole Class/introduction</i>	<i>Activity/Differentiation</i>	<i>Plenary</i>	<i>Resources</i>
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Teaching sequence phase 1 - Exploring different media and formats (2 days)

Children explore how a guided tour of a particular location can be presented through a variety of formats, including live, as a guide book or pamphlet, as a video, as an audio tour, or as a virtual tour, for example on a website. They compare the language, organisational and presentational features of each, evaluating their effectiveness in the light of purpose and audience.

<p><i>One</i></p> <p><i>LO: To evaluate the effectiveness of a guided tour</i></p>	<p>Word:</p> <p>Formal language vocabulary. Words with multiple meanings – Collins Unit 9</p> <p>Text:</p> <p>Introduce unit and explain that they will be preparing a guided tour, for parents, of Dulwich College, Legend Campus. Explain that their parents will be invited in at the end of the three week unit, for a guided tour!</p> <p>Take their worksheet from the Forbidden City and review. Refer back to the guidebooks, pamphlets and tours for the Forbidden City.</p> <p>Model writing an evaluation using word bank on IWB.</p>	<p>Children write an evaluation of the tour. Children write 2 paragraphs (1 LA, 3 HA) about what worked well, did not work well and why.</p>	<p>HA child reads their evaluation to the class. WWW and EBI?</p>	<p>Create formal language vocabulary sheet</p> <p>Cross Curricular Links:</p> <p>Forbidden City DVD – All class to watch section by end of week.</p> <p>Last Emperor DVD.</p>
<p><i>Two</i></p> <p><i>LO: To evaluate the effectiveness of promotional materials.</i></p>	<p>Sentence:</p> <p>Punctuation –commas for clauses</p> <p>View ‘commas for clauses PP’ and complete activities on it.</p> <p>Text: Look at the Dulwich Websites and pamphlets published by the school. Identify features of pamphlets and websites as class. Complete pamphlet treasure hunt! (texts, images, sounds)</p> <p>http://www.dulwich-beijing.cn/</p> <p>http://www.dulwich.org.uk/</p>	<p>In mixed ability groups, children look at other International Schools in Beijing promotional materials and websites. Each group given a different school to evaluate.</p> <p>Children complete: Site Guides (P.53 Understanding and Responding to texts).</p>	<p><i>What features did you find? How do the different pamphlets/websites compare? Which promotional material is the most effective? Why?</i></p> <p>Add persuasive phrases and words found to Class List.</p>	<p>Get pamphlets and websites from other International schools</p> <p>Pamphlet treasure hunt!</p> <p>Create Class List of formal vocabulary and phrases.</p> <p>X5 Laptops per class</p>

Teaching sequence Phase 2 - Exploring the intended content through discussion and role-play (2 days)

Children select a particular location (either as a whole class or on a group basis) and use a range of discussion, dialogue, oral presentation and role approaches to explore the potential of touring this location and what might become the elements of a guide.

<i>Three</i> <i>LO: To</i> <i>write a</i> <i>description</i> <i>to</i> <i>promote a</i> <i>place,</i> <i>using</i> <i>formal</i> <i>language</i>	<p>Sentence:</p> <p>Punctuation –commas for clauses. Complete activities on IWB</p> <p>Text:</p> <p>Discuss what a tour guide does. What language does a Tour Guide use? What is included in a tour guide’s tour? (facts, location, history of the place, any famous people who have been there?) Refer to Forbidden City worksheet and discuss language differences between the audio tour and the guided tour.</p> <p>http://ngfl.northumberland.gov.uk/ict/web/virtualtours.htm</p> <p>Analyse photos of Dulwich College on IWB – contribute formal sentences to describe each setting.</p>	<p>Analysing formal/informal language</p> <p>Use formal language to describe areas of school.</p> <p>Jigsaw Activity: Children in 5 mixed ability groups and given laminated photo/place within DCB. Children each write a paragraph (sharing ideas), using formal language, to promote their location. Explain that each member of group will be sharing findings with another group.</p>	<p>Jigsaw Activity:</p> <p>A member from each group shares their description of their location to the rest of their new group. WWW and EBI.</p> <p>Add formal language onto Class List</p>	<p>Take key photos of Legend Campus</p>
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<p><i>Four</i></p> <p><i>LO: To change informal to formal language.</i></p>	<p>Sentence:</p> <p>Punctuation –(Question marks, exclamation marks revision)</p> <p>Complete activities on IWB</p> <p>Text Level:</p> <p>3 sentences in first person on IWB, change to third person.</p> <p>Look at informal passage on IWB. Children change sentences into formal language. Draw children’s attention to changes from 1st to 3rd person.</p>	<p>Complete, All Official Game (Dev. Literacy, Sentence Structure and Punctuation – Page 22).</p> <p>Children complete game in pairs. One of pair turns over card and reads. Then changes what it said into informal language.</p> <p>LA and EAL supported by teacher. Review key words: prohibited, eligible, refrain, request, deposit, suitable/unsuitable, proceed, notified, publication.</p> <p>Dictionaries out for children to look up unfamiliar words</p>	<p><i>What changes need to be made when changing from informal to formal? What words should be avoided?</i> (language and order of sentences)</p>	<p>Vocab. sheet with key words and meanings.</p>
<p><i>Guided Reading Day</i></p>				
<p><i>Spelling Handwriting</i></p>	<p>Resources</p> <p>http://www.woodlands-junior.kent.sch.uk/schoolday.html</p> <p>http://www.schoolwebsite.co.uk/services/multimedia/school-virtual-tours.htm</p> <p>http://www.berkeley.edu/tour/campus/index.html</p> <p>http://www.asu.edu/tour/polytechnic/sanca.html</p>			

Groups	Session 1 – 30mins	Session 2 – 30mins	Session 3 - 30mins	Resources
1	<p>I Listening Post:</p> <p>Listen to Horrible Histories World War 1/ World War 2</p>	<p>L.S Spelling/Word/Sentence</p> <p>Use games 8 and 12.</p> <p>Divide into 2 groups. Each group plays one game for 15 minutes then swaps.</p>	<p>L.S: Pelican Guided Reading:</p> <p>Mountains Guided Reading & Writing</p> <p>Read “<i>Introducing Mountains</i>” Pages 2-6. Complete Copy Master 1 Finding Information. Use Teacher Book Page 2 for guided reading guidance</p> <p>Assessment Lesson: AF4 (<i>identify and comment on structure and organization</i>) AF6 (<i>identify and comment on writers’ purposes and viewpoints and the overall effect of the text on the reader</i>).</p>	<p>Pelican: GR & Writing Mountains CM1</p> <p>Games; counters; playing pieces; instructions; answers.</p> <p>Assessment Questions</p>
2	<p>TA Spelling/Word/Sentence</p> <p>Use games 8 and 12.</p> <p>Divide into 2 groups. Each group plays one game for 15 minutes then swaps.</p>	<p>L.S: Pelican Guided Reading</p> <p>Mountains Guided Reading & Writing</p> <p>Read “<i>Introducing Mountains</i>” Pages 2-6. Complete Copy Master 1 Finding Information. Use Teacher Book Page 2 for guided reading guidance</p> <p>Assessment Lesson: AF4 (<i>identify and comment on structure and organization</i>) AF6 (<i>identify and comment on writers’ purposes and viewpoints and the overall effect of the text</i>)</p>	<p>TA Spelling/Word/Sentence</p> <p>Use games 13 and 15.</p> <p>Divide into 2 groups. Each group plays one game for 15 minutes then swaps.</p>	<p>Pelican: GR & Writing Mountains CM1</p> <p>Assessment Questions</p> <p>Games; counters; playing pieces; instructions; answers.</p>

		on the reader),		
3	L.S: Pelican Guided Reading Breakthroughs in Science. Read <i>“Time, Light and Power”</i> Pages 14-17. Complete Copy master 5 Writing frame for a Discussion Text: Refer Teacher notes Teachers Book Page 11	T.A Spelling/Word/Sentence Use games 13 and 15. Divide into 2 groups. Each group plays one game for 15 minutes then swaps.	I Listening Post: Listen to Horrible Histories World War 1/ World War 2	Pelican: Breakthroughs in Science. CM5 Games; counters; playing pieces; instructions; answers.
4	T Pelican Guided Reading Breakthroughs in Science. Read <i>“The Double Helix”</i> Pages 23-27. Complete Copy Master 9 Writing frame for a Discussion Text: Refer Teacher notes Teachers Book Page 18	I Listening Post Listen to Horrible Histories World War 1/ World War 2	T Spelling/Word/Sentence Use games 16 and 18. Divide into 2 groups. Each group plays one game for 15 minutes then swaps.	Pelican: Breakthroughs in Science. CM9 Games; counters; playing pieces; instructions; answers.